Analysis on the Professional Development of Principals in the Reform of Headmaster Rank System: a Case Study Based on Structural Theory

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Abstract: *The professional development of principals is a hot topic of current scholars' attention, but the existing research pays little attention to the research on the path of principals' professional development. Based on A. Giddens's structural theory perspective, this study takes a case study to analyze the principal's professional development process in the reform of the principal's rank system, and explores the impact of principal's initiative on principal's professional development. From the perspective of structural duality, principals use the educational system and educational resources to take corresponding active "actions" based on different "motives", and constantly "reflect" on rational actions, thereby promoting the professional development of principals. By improving the principal training system and principal evaluation system, perfecting the external guarantee for principals' professional development; transcending the limitations of education time and space and continuously improving oneself can promote the professional development of primary and secondary school principals.*

Keywords: *Principal's rank system, Principal's professional development, Principal's initiative, Structural theory*

1. Introduction

The "Professional Standards for Principals of Compulsory Education Schools" issued by the Ministry of Education in 2013 pointed out that it is necessary to "improve the selection and appointment system of principals of compulsory education schools, and implement the system of principals' ranks" [1]. Since then, the reform of the rank of principals has been an important part of the reform of the education system, aiming to strengthen the construction of the team of primary and secondary school principals and promote the professional development of primary and secondary school principals. In recent years, the professionalization of principal groups has received more and more attention from the academic community. Compared with individual principals, the professional development of principals of primary and secondary schools has always been one of the important issues of my country's education. As a profession, principals must take a professional path for their long-term development. Domestic scholars have basically reached a consensus on this [2]. At the same time, the professional development of principals has become a common concern of global education, and many western countries have developed and continuously improved the professional standards of principals [3]. Therefore, in the context of the reform of the rank of principals, the importance of the subject of principals' professional development has become increasingly prominent.

Through analysis of the current domestic and foreign literature, foreign scholars, especially American principals, professional development researchers and institutions have cooperated more, mainly in the fields of knowledge, teacher leadership, concepts, and student achievement research, and present a focus on empirical characteristics[4]. Compared with foreign research in the same field, my country has fewer empirical studies on principals' professional development, focusing on quantitative research, and the research direction focuses on the construction of knowledge systems, driving models, and professional standards. It can be seen that from a multi-dimensional perspective, researchers use different research methods, and the results of research on principals' professional development paths are also very different. However, at present, we have not started from the perspective of initiative, based on qualitative research, focusing on the individual voice of principals, exploring the influence of individual initiative on principals' professional development, so as to deeply grasp the internal mechanism of principals' professional development and construct a path suitable for principals'

professional development. Therefore, this research draws on Giddens' structural theory perspective, adopts qualitative research methods, and selects multiple cases to study how individual initiative promotes the professional development of principals under the background of the reform of the principal's rank system.

2. Theoretical basis

Initiative is a manifestation of human subjective initiative. The existing literature has three main interpretations of it, which are considered to be either a trait, a potential, or a phenomenon/action [5]. At present, sociology has two tendencies to understand the concept of initiative: one thinks that initiative is essentially an inherent ability characteristic that people have, and pays more attention to the level of personal initiative; the other thinks that initiative is the construction of the relationship between individual actions and social structure. Focus on putting individual actions in the macro environment. Taking into account the appropriateness of the theoretical perspective and the research question, this research selects Giddens's structured theory to analyze the impact of principals' initiative on principals' professional development. The following focuses on the structured theory and discusses the appropriateness of the theory in this research.

"It is not a simple reconciliation of structural functionalism and explanatory sociology in the relationship between action and structure, but a creative reconstruction of the relationship between action and structure. [6]" Giddens believes that structural duality emphasizes action and structure. The relationship formed by the mutual restriction of the structure, the structure includes rules, systems and resources [7]. That is to say, the behavior and structure of the actors are not isolated from each other. The social structure exists in the action, which provides norms, systems and resources for the action. The actions of the actors take cognition of the norms and resources in the context of specific social activities. action. The structured theory explains that the exertion of initiative permeates the flow of individual actions, that is, the flow of motivation, rationalization of actions, and reflective monitoring of actions [7]. Individuals exert their initiative in rules and systems, and constantly formulate and practice rules through motivation, rational action, and reflection and monitoring. This research puts the initiative of principals in the course of professional development of principals for inspection, fully grasps the tendency of "motivation" of principals' professional development, invests in different degrees of "actions" and "reflections" on the activities they engage in. In other words, on the basis of using the existing system and resources, the principals will give full play to their initiative to carry out different degrees of reflective actions, and build a principal's professional development path suitable for individual development.

2.1 The agents and their actions

Giddens believes that the play of initiative permeates the flow of individual actions middle, that is, the motivating process, the rationalization of action and the reflection of action Sexual monitoring of the flow between the three. The rationalization of action is"The actor always maintains a'theoretical understanding of the basis of his own activities Interpretation'", that is, the actor is able to verbalize what he has done Theoretical explanation, this is the main criterion for judging the actor's daily behavior quasi. Under normal circumstances, actors rarely talk to themselves make a theoretical explanation for the behavior, unless the behavior is beyond the norm and is asked In time. Reflective monitoring is when actors constantly monitor themselves, trying to I have an understanding of my own various practical activities, and hope that others will also My own views on these activities. The motivational process is different from the behavior reflective monitoring and rationalization of movement, because it will not always run through In the practical activities of the actor, it is the potential of the action. Dens called the motive the "overall plan or program." While pushing the main driving force of the continuous flow of action is individual consciousness and unintentional The participation of knowledge. The consciousness contained in the action stream refers to the discourse consciousness and practice awareness. Discourse awareness is OK The activist can express the consciousness of "why do this" through verbal form. Practical awareness refers to "the actor is In the specific context of social life, those consciousnesses that know how to 'carry out' without expressing it." Discourse consciousness and practical consciousness have no basis The qualitative distinction is just a different way of expression, one is that there is no need to say Just do it, one is to explain through words; one knows what it is, one This knows why. The unconscious is the actor The consciousness of the actor is not aware of, the actor has no ability to express in words or Action to prove your behavior and stay in the so-called "memory" of the brain West is stored by the actor in a state of

unconsciousness. Giddens put this The "grey area" of the film is called "common knowledge". Unconscious and conscious There is a big gap between them. "Unconsciousness includes certain types of recognition Knowledge and impulse, they are either completely suppressed out of consciousness, or only It appears in consciousness in a distorted form. "Unconscious is intention The source of knowledge and the object of transformation, consciousness is the result of unconscious development. Fruit and the highest regulator. Obviously, three levels of action and three consciousnesses Echoes. Action rationalization is a manifestation of discourse consciousness, action Reflective monitoring is a manifestation of practical awareness, and practical awareness The promotion to discourse consciousness is the result of continuous reflective monitoring. Motivational excitement unconscious participation in the development process.

2.2 The connotation of rules and resources

In structural theory, Giddens believes that social structure is not an external It lies in people's social relations or the pattern of social phenomena, not in the relationship between people and Freely created symbols in human interaction, but used in various social Know the rules and resources in practice. There is no concrete Structure, because the structure that exists in social practice is not the same Unchanging, the structure is a dynamic process that gradually takes shape. This process is called It is "structured". Therefore, the structure can only be cited as a "memory trace"Guide the behavior of actors with cognitive abilities. Only structural features can reflect the social structure in the continuous cycle of social practice activities specialty. In the vast space and time, continue to be in social practice activities for a long time The structural feature of the far distance is called the structural principle, which is accompanied by the structural principle.Then the existing social practice activities are the system. Structure is active And the foundation of social practice activities, for the active participants to participate in social practice activities Provide "virtual order". Conversely, rules and resources are inseparable with its context, rules can be formulated and practiced in specific contexts,Otherwise the rules and resources are meaningless. Rules have two characteristics, one is constitutive; the other is control Sex. The so-called constitutive means that the rule is a generalized procedure, it is a Actions in a series of situations and occasions provide a set of methods and implement them.This kind of procedure is methodological in nature and only applicable In a generalized scenario. Regulation is embodied in practical activities, it is The actor's activities are controlled and restricted. Actor's self-reliance Feeling compliance comes from practical awareness. Actors coordinate under the guidance of rules Reconcile the relationship with the specific situation of social life. Resources exist by rules Prerequisites and conditions. Resources are extensible in the social system because It is the continuous use and reproduction of actors in the process of interacting with society from. Actors use power as a hand when using resources Segment, resources can only be continuously produced in the process of exerting power and reproduction. There are two types of resources: one is configurable resources, referring to the right The ability to control objects, commodities, or material phenomena, or refer to various forms Conversion ability; the second is authoritative resources, referring to people or actors Various conversion capabilities for generating control.

2.3 Structural duality

The duality of structure is the biggest bright spot in the theory of socialized structure.In the whole process of Giddens's discussion, "the writing begins with the individual, and the writing begins with the society.Will; start writing on the self, writing on the system, the structure and end of the action The mobility of the organization is closely integrated. "He is analyzing the social structure When constructing duality, two methods are used: one is from the horizontal aggregation

Starting from the direction of social practice Explain the duality of the modular structure in specific situations; the second is Starting from the vertical convergence dimension, analyze the duality of the social structure in the repetitive social practice activities"Virtual Order".

Based on the above theoretical foundation, this research attempts to answer the following questions:

(1) How does the initiative of principals promote the professional development of principals in the reform of the rank system of principals?

(2) In the reform of the principal's rank system, what impact does the structure have on the principal's professional development?

(3) How to optimize the structure to promote the initiative of principals and the professional

development of principals in the reform of school site and rank system?

3. Research and design

3.1 Research field and case selection

This study uses Changzhi City, Shanxi Province as the research field. The reform of the principal rank system in Changzhi City has been implemented with great intensity and the reform effect has been significant. On November 29, 2019, the 10th press conference of the "1+1" series of "1+1" series of press and interview activities of the Ministry of Education "Implementing the Church's Endeavour to Welcome the Birthday" was held in Changzhi City. The press conference focused on the "Ten Major Actions for Deepening the Reform of Basic Education in Changzhi City" "Effects, among which the implementation of the principal rank system is the main aspect. In the process of improving the scientific management level of principals and strengthening the professionalization of the principal team, the individual professional development of primary and secondary school principals is particularly important. Therefore, Changzhi City can highlight the individual demands and situational pressure in the individual professional development of primary and secondary school principals.

This study adopts the purpose sampling method[8], and selects cases according to two factors: the nature of the school and the type of principal: one is that the nature of the school mainly involves Changzhi primary schools, junior high schools and senior high schools; the other is that the type of principal mainly involves the level of the principal, teaching age, and education. Wait. The study selected and interviewed five primary and secondary school principals, all from public primary and secondary schools in the education system of Changzhi City, Shanxi Province. Their educational backgrounds are all undergraduates, with an average teaching experience of 20 years, and they have served as principals of primary and secondary schools for 10 years, which to a certain extent represents the general team of principals of primary and secondary schools.

3.2 Research background

In 2019, the schools of the study participants carried out a comprehensive reform of the principal rank system, abolished the administrative levels of schools and school cadres, separately determined the rank sequence of primary and secondary school principals, established the appointment system of primary and secondary school principals, the review and recognition system, the term target assessment system, The principal's management system of the rank salary system, the reward promotion and the admonishment and demotion system [9]. At the same time, the press conference of the Ministry of Education in November 2020 will be held again in Changzhi City. Therefore, the reform of the city's principal rank system has become the main learning experience of the domestic rank system reform. Through interviews, the interviewees reviewed the impact of participating in the reform of the rank system of principals on their professional development. The experience of these interviewees can be used as a reference for principals of primary and secondary schools facing reforms or undergoing reforms.

3.3 Data collection

For the preliminary data collection, a three-month field survey was conducted on five primary and secondary school principals who had participated in the reform of the principal rank system. Thereby focusing on specific research issues and increasing the sensitivity of later research. The research mainly adopts semi-structured in-depth interview qualitative research methods, and data collection methods include interviews, observations, field notes, and analysis of relevant policy documents. Before officially entering the research field, an interview outline was drawn up based on the research issues and the reform of the president's rank system in Changzhi City. During each interview, the researcher and the interviewee conducted interactive exchanges, dialogues and consultations to reach a meaning understanding. The duration of each interview is about one and a half hours, and the whole process is recorded after consent is obtained. This research mainly presents the analysis results of in-depth interview data with five primary and secondary school principals. The content of the interviews is mainly based on the history of principals' professional development before and after the reform of the principal's rank system. The question involves the impact of the reform of the rank system on their own professional development and their own profession after the reform Problems encountered in development and corresponding countermeasures, individual planning in professional development, etc.

3.4 Data analysis

Focusing on the research question, firstly use the internal analysis method of individual cases to conduct a preliminary analysis of the content of each interview, and accurately grasp the overall situation of each interviewee. According to the relevant interview data of each respondent, the two levels before and after the rank system reform are used. Classify different time periods and make a summary of the corresponding professional development for each principal. Secondly, on the basis of the initial interview content, the interviewees' "motivation", "action" and "reflection" fragments of initiative, as well as fragments of "norms", "systems" and "resources" in action are screened out. Through in-depth reading and analysis of selected parts, three aspects of the principal's professional development are summarized: cultural value guidance, education and teaching leadership, and school environment coordination. The professional development of these three aspects echoes the role of modern principals in the internal governance structure of the school proposed by Man Jianyu (2016). These three types of roles are mainly manifested in leading, leading and coordinating [10]. On this basis, the relevant content has been three-level coding. Through open coding analysis of specific words and sentences in the data, conceptualization and categorization, continuous comparison and classification, the correlation of each subcategory, searching for the main category for subject coding, and then selecting the core category to determine the final common theme. Finally, put the selected fragments back into the case, and interpret the interviewee's "motivation", "action" and "reflection" as well as "norm", "system" and "resources" regarding initiative based on the summary of the previous principal's professional development. "The impact on initiative.

4. Research findings

Data analysis shows that the initiative of the principals of the interviewees is manifested in three aspects of professional development, namely, cultural value guidance, education and teaching leadership, and school environment coordination. From the perspective of their initiative "motivation", "action", and "reflection", the different degrees of the initiative of the five principals have different effects on their professional development. Motivation is the potential for behavior. Giddens calls motivation "the overall plan or program" [6]. According to Bruner's four types of internal motivations for learning, namely thirst for knowledge, thirst for achievement, self-prestige, and reciprocal internal drive [11], from the interviewees' choices, interests and tendencies to judge their "motives" as internal Motivation is reflected in the love of the school and students to actively participate in the principal's work and education; from the perspective of the active "actions" taken by the five principals, they have made full use of norms and resources through various channels. Enhance school culture, improve teaching standards, and create a school environment; they continue to reflect on actions, and their own resources and social opportunities to continuously develop their own majors.

4.1 Enhance school culture

The data showed that four participants showed strong initiative, constantly planned the development of the school, and created a good education culture for students. Their proactive "motivation" is a desire for success. They devote most of their energy to school governance and devote themselves to the common development of themselves and the school. At the same time, the active "actions", "reflections" and self-learning approaches adopted by these four principals are related to their respective experiences and resources.

Three participants mentioned that being "victorious" is the internal driving force that drives them to continuously improve the school culture. Principal Li is the principal of the two campuses of Changzhi No. 1 Middle School. As a super high school in Changzi County, Principal Li continues to plan school development and enhance the competitiveness of the school. Principal Yin is Changzhi Changzhi, a super high school in Changzhi County. The principal of No. 8 Middle School, as Hui students make up the majority of the school, he founded school journals and compiled books that tell stories about No. 8 Middle School to create a good cultural environment for students; President Wang is the principal of Changzhi No. 1 Middle School in Changzhi City, and is the best in Changzhi City. In middle school, the main pressure he faced was the sustained and good development of the school as a whole.

Nowadays, there is a strange phenomenon that students generally enter the city, and the source of (students) is taken away, and the school must make changes to continuously attract the source of students. (Lee-20200420-15)

We have many Hui students. At the beginning, they fought and missed class. In order to cultivate students' interest in learning, mobilize the enthusiasm of teachers, and seek the overall development of the school, I thought of many ways. After the reform of the school principal's rank system, the principal's power of self-sponsoring schools has been fully enhanced, which has provided great convenience for planning school development. (Yin-20200421-21-23)

Our school may have a certain advantage over other schools. After the reform of the rank system, every principal is seeking better development for the school. We must strengthen the school's own characteristics to achieve better development. (Wang-20200422-37-39)

Whether considering the source of students, the learning environment of the students, or the overall development of the school, these all reflect the three principals trying to establish a common development goal for the school from the perspective of the common development of students, teachers, and the school. This is a manifestation of the unification of the principal's professional development and the school's development goals as the main body of the school's internal governance under the background of the reform of the principal's rank system. Driven by internal motivations, principals make corresponding active "actions." They need to plan school development through various channels, adopt multiple methods, and use resources and norms. The principal Yin below represents some of the interviewees (including principal Li and principal Zhang). He used his power to formulate the student management system, use the "county management school appointment" system to manage teachers, and compile the school base of Changzhi City No. 8 Middle School. Teaching materials.

In order to prevent students from using mobile phones in class, we communicated with parents not to allow students to bring mobile phones into the classroom. If they occur, they will be forcibly confiscated. The effect is very good. Other schools have also formulated student management systems... County-administered school employment reforms. We let teachers fill out the application form. Debriefing reports and even public lectures... We thought of compiling books that tell stories about the Eighth Middle School. (Yin-20200421-24-26)

On the basis of accurately grasping the characteristics of schools, students, and teachers, Principal Yin is aware of the disadvantages of development, looking for suitable methods, and taking active "actions" with the power and resources conferred by the principal's rank system to create a good education culture. Taking this kind of proactive "action" is closely related to the proactive "motivation" on the one hand, and on the other hand the proactive "action" is subject to both self and social pressure. Principal Yin is currently relatively satisfied with the current situation of school culture, but he still positions himself as a "principal with average school governance but striving to build a school cultural system."

We all know that first-rate schools look at culture; second-rate schools look at the system; third-rate schools look at the principal. There are still areas for improvement in our current system. We should allow more principals to participate in training so that we can learn from the school-running experience of excellent principals at home and abroad. (Yin-20200421-27-29)

Principal Yin's "reflection" of this initiative is based on the external system and guarantee level, emphasizing on mobilizing the enthusiasm of principals for professional development through systems and resources.

Generally speaking, the initiative "motivation" of principals is mainly derived from the desire to achieve school development and enhance the competitiveness of the school. This internal motivation plays a positive role in the initiative "actions" of principals. They use their own advantages. The choice of the school's system to suit the overall development of the school is essentially the professional development of the principal's planning for school development and creating a culture of educating people. Reflective monitoring of actions is an effective way to promote professional growth. The active "reflection" made by principals provides a rationale for educational policy makers to rationally arrange the content of principal training.

4.2 Improve teaching level

"The principal is the teacher first, and then the leader; the principal is the professional leader of the teacher first, and then the administrative leadership of the teacher; the principal and the teacher are the relationship of cooperation first, and then the relationship between leadership and obedience. [12]" Research It shows that the five participants have shown great initiative in leading curriculum teaching and teacher growth. They generally believe that they are both principals and teachers. On the one hand,

as teachers, they must improve their professional knowledge and professional ability, and on the other hand, as teacher leaders, they must improve the professional qualities of all teachers. All principals showed a strong thirst for knowledge and believed that the principals, like teachers, should maintain the "three hearts of teaching, reading and writing with all their hearts."

In fact, I have always been interested in teacher education, and I also regularly communicate with our teachers about students' learning and teachers' teaching conditions. Based on their feedback, we work together to compile school-based teaching materials and launch teaching and research journals to continuously promote the professional development of teachers. (Wang-20200422-39-40)

I prefer to teach, research and study with teachers. Before the reform of the principal rank system, our principals participated in 80 meetings in a year, and now we have more energy and time to listen to and evaluate lectures. (Yin-20200420-30)

We say that the principal is the leader of the school curriculum and the first person responsible for the professional development of teachers, so we need to learn education knowledge and teacher education knowledge. After the county management school recruitment reform, we have conducted a comprehensive assessment of all teachers, and on the basis of two-way selection, we will try our best to let all teachers be in positions suitable for them. (Lee-20200420-7-10)

In the interview content, all participants mentioned their "interests", "inclinations" and "needs" in education and teaching knowledge and abilities, and they all made different active "actions", which showed that the curiosity of professional knowledge and professional ability is very important to the principal Initiative plays a positive role. They have taken active "actions" according to their professional development needs and social environmental resources. This kind of rational action in the social structure satisfies "interests" and "needs" to a certain extent. In addition, compared to the promotion of school culture, they take more strategic and operational "actions" to improve the teaching level of schools, and this action takes advantage of the opportunity of the reform of the principal's rank system, and under the premise of more adequate institutional guarantees As a result, the principal's initiative "action" is relatively larger. Regardless of before and after the reform of the principal's rank system, only the research participants who are constantly exploring the laws of education and teaching and the laws of teacher growth will take active "actions", strive to find a path for their professional development, and ultimately promote their professional development.

All the research participants are aware that the imperfect evaluation of the principal's rank results in the inability to scientifically and objectively evaluate the principal's performance and school development, which has an impact on the enthusiasm of principals for professional development. For example, President Wang mentioned that the evaluation of the title of the principals in Changzhi City includes the professional personal qualities of the principals, the construction and operation of the school leadership team, education and teaching management, the construction of the teaching team, the quality of running schools, and social satisfaction.

The principal's assessment cannot be accurately evaluated because the structure of each school is inconsistent. For example, one high school is for culture; the other is for art, so there are obviously inconsistencies in terms of school development planning, school curriculum leadership, and teacher team building. A ruler cannot be measured and requires professional analysis and evaluation. Otherwise, I think it will reduce enthusiasm. (Wang-20200422-41-43)

The initiative of the research participants promotes the professional development of improving the teaching level. They take rational actions, rationally use allocating resources and authoritative resources [6], as well as the rules and systems provided by the reform of the principal's rank. It is precisely based on the internal self-improvement of the principal and the use of the external environment that the principal's professional development is continuously promoted. At the same time, the principals are also reflecting on the practice in practice. Because the evaluation of principals' ranks is too uniform to evaluate the principals of all different types of schools, the unobjective and unfairness of this evaluation has led to an imbalance in the psychology of the research participants. Sense, reduce the principal's sense of self-efficacy and affect professional development.

4.3 Create a school environment

In addition to improving school culture and teaching standards, principals have also paid more attention to the school's internal management and external environment debugging. On the one hand, the internal management of the school is mainly reflected in the adjustment of the school leadership

after the reform of the principal's rank system; on the other hand, the external management of the school mainly reflects the theories and methods of home-school cooperation. The data shows that the seven study participants actively play the initiative of principals, improve their own governance capabilities, and use various methods to create a good school environment.

After the principal's appointment, the re-appointment of the middle-level leaders of the school is faced with this problem. The middle-level leaders of the school have too many management and distribution of the hired personnel. On the basis of maintaining the principle of fairness and justice, how to optimize the school's internal management is a difficult problem that tests the professional level of principals. For example, the following two research participants have responded to internal management issues in various ways.

All educators in the school need to live in harmony and cooperate in activities, but the reforms used to focus on management, but now they pay more attention to research. Special experts are needed to manage, and they have teaching qualities and expertise. This is the basic criterion for the selection of middle-level leaders in our school. (Zhang-20200422-51-52)

As the principal, it is my duty to coordinate the relationship between school staff and it is also a requirement to promote the development of the school. When the middle-level leaders of the school were hired, they talked with all the staff at the beginning to understand everyone's needs and interests. Later, we began to compete for employment, reasonably set up positions and assign jobs. (Lee-20200420-12-13)

Although the above two interviewees are aware that as school leaders and middle-level school leaders need to live in harmony and coordinate with each other, the principal's rank system provides a set of rules and uses for the principal's actions in school situations and workplaces. According to the procedure, the principal is driven by the original reciprocal "motive" to find a method suitable for the activity situation, so as to take a series of active "actions." In addition, two other study participants gave a detailed account of their home-school cooperation experience, which promoted their professional development.

Our school started exploring the work of home-school co-education on November 21, 2015. We established parent committees at three levels: school, grade, and class, held parent symposiums, and printed home-school contact manuals. Our purpose is simple, to build a home-school contact platform for parents to promote home-school communication. (Zhang-20200420-60)

I think family education is as important as school education, and even more important than school education. At the end of 2017, we innovatively opened a training class for smart parents. Regularly study a series of family education courses. Parents complete the homework. After the expiration, the assessment will be conducted and a certificate of completion will be issued. As the principal, I have always hoped that the family and the school will form a synergistic and synchronized education force. (Yin-20200420-31-33)

It can be seen from the content of the interview that the research participants focused on the organic cooperation and integration of school education and family education in coordinating the external environment. Whether it is optimizing the internal management of the school or adjusting the external environment, the principal, the middle-level leaders of the school, and the parents have the same goal, mutual trust, effective communication, and the formation of educational synergy is the principal's initiative "motivation". Although based on the internal drive of reciprocity, the principals have taken a series of different active "actions" in different aspects. On the one hand, the principal's "action" for optimizing the school's internal management is based on the dual factors of the school environment and related staff, while at the same time comprehensive system control and restriction. Therefore, the initiative "action" taken by the principal is procedural and principled. On the other hand, the principal adjusts the school's external environment "action" by using power as a means to utilize educational resources, and educational resources are continuously produced and reproduced in the process of exerting power [7]. Compared with internal environmental management "actions", external environmental coordination "actions" are more operational and cooperative.

The above two research participants realized that the strength of only home-school cooperation is too single. They should strive for social (community) educational resources to support school education, guide the community and related professionals to participate in school management and supervision, and accept reasonable improvements in school work. Suggest. Although the school continues to create a good internal and external environment, the two principals still made active "reflections" on the "action", which is conducive to the principals' professional development in school environmental

governance.

We have been thinking about how to make use of more educational resources in the community to serve school education and at the same time allow our students to participate in meaningful activities in the community. We should have the expansion of educational venues. This is the main work in the next step. (Yin-20200420-35)

Principals take active "actions" based on the need for harmonious coexistence with internal and external environments and collaborative activities, and the integration of systems or resources. They optimize internal management by appointing middle-level school leaders, and train parents to realize home-school co-education and adjust the external environment. These active "actions" continue to promote their professional development. At the same time, the principal's initiative "reflection" on community education, this reflection in turn guides the initiative "action", adjusts the next action plan, and formulates a clear principal's professional development plan.

5. Discussion and Suggestions

The theoretical contribution of this research is to provide a new theoretical perspective for the research of principals' professional development, reveal the influence of individual rational action and social structure on the principal's professional development, and demonstrate the mutual promotion of the principal's professional development process and the initiative of actors. Taking Giddens' structural theory as a theoretical perspective, this research grasps the core concept of "activeness", and explores the role of "motivation", "action" and "reflection" of actor's initiative in promoting the professional development of principals. According to the structure The duality of the principle of combining action and structure, through the actors "reflection" to explore the impact of the system and resources on the initiative of the principal, which leads to the impact on the principal's professional development, showing that the principal's professional development process is a relational and dynamic development process. This research result deeply grasps the in-depth mechanism of the principal's professional development, analyzes the principal's professional development from micro-level action factors and macro-level structural factors, and highlights the importance of "motivation-structure" in the principal's professional development, thus constructing A practical path suitable for the principal's professional development. At the same time, the results of this study verify the applicability of structural theory as a research on principals' professional development, and provide support for concrete empirical evidence.

This study uses a qualitative research paradigm to find significant differences in the "motivation", "action", and "reflection" that affect the principal's professional development. In terms of improving school culture, the principals have shown a clear desire for success. In order to enhance the competitiveness of learning, they use the school management system and education system to take "actions" and "reflection" on the principal training system; in terms of improving the teaching level, the principals Have a strong desire for knowledge, and make "actions" based on the individual's own advantages and the school system from the two levels of curriculum reform and teacher growth. In order to mobilize greater enthusiasm, the principals gave their own views from the principal's rank evaluation system; in terms of creating a school environment, both internal management and external adjustments have shown the need for communication and collaboration and common progress. The principals mainly rely on the school system and School resources exert their initiative to take "actions", through "reflection" on the educational space-time field, and improve their action strategies from the combination of their own professional promotion and the external environment. This study found that the "motivation" that promotes the professional development of principals is mainly internal motivation, and the corresponding "action" is affected by internal factors and external social factors, and the rationalization of actions is constantly monitored and reflected on actions and the environment, thereby promoting Principals' professional development, to build a path suitable for their professional development. However, this study found that in the course of the principal's professional development, external system guarantees are relatively lacking, and the imperfection of the principal's training system and principal's evaluation system affects the performance of principals' initiative, which in turn hinders the principal's professional development to a certain extent. The alienation of community education and school education has led to under-utilization of educational resources, and the shortage of resources in the operation also affects the professional development of principals.

Based on the findings of the research, suggestions are made to promote the professional development of principals: First, improve the system and provide external guarantees for professional development. On the one hand, improve the principal training system, based on the requirements of

principal professional development, and comprehensively consider the individual demands of principal professional development to improve the content of principal training, and adopt multiple forms of online training, offline training, and a combination of online and offline training. The education administration department regularly evaluates the effectiveness of principal training, and adjusts the content of principal training based on the development needs of principals, school development needs and the latest experience of outstanding foreign principals. On the other hand, the establishment of multiple evaluation ranks for principals, the use of evaluation dimensions that take into account the differences in running schools and the needs of professional development, transform the principal's evaluation paradigm, and use the developmental evaluation paradigm to promote the principal's self-construction and active development [13]. Secondly, go beyond the limitations of education time and space and continuously improve oneself. The principal's transcendence of the space-time field depends on the principal's inner spiritual strength. Therefore, the principal's rational grasp of the value of education, the purpose of education, the true meaning of education, and the correct understanding of the school's development must be continuously improved. For the conscience of teaching for the future of the country, overcome field restrictions, fully tap all available educational resources, and strive to promote self-professional development.

Based on the above analysis, this study draws two conclusions. First, the principal's professional identity not only affects the initiative "choices" made by the principal, but also directly affects the principal's career development direction. Previous studies have emphasized that the initiative of principals is a vital part of the process of constructing teachers' professional identity. This research further points out that the professional identity of principals is also a very important part of teachers' initiative, which affects principals' initiative "choices". In particular, principals' initiative and principal identity in the reform of the principal's rank system affect their "self-development direction". "And the distribution of "energy", these are related to the principal's career planning. This study finds that the choice of scientific research direction is more closely related to the principal's identity, especially when principals are faced with the problem of ambiguity in professional development, they will only insist on continuing to use it as their own scientific research if they have a certain identity for the specialty Direction, and at the same time, they will not easily give up the power to use their own schools. Second, the active "action" of the principal is influenced by personal experience and environmental opportunities. This study found that although most interviewees choose to continuously learn and improve teaching methods, the methods or approaches they adopt have obvious individual characteristics. Some principals will make use of personal resources in the corporate world, and some principals will seize opportunities for school visits, school-enterprise cooperation, etc. provided by their schools and educational administrative departments. It can be said that their active "action" is the result of the interaction between individuals and social factors. When returning to the theoretical basis of this research, that is, the structural theory in sociology, we will find that if the professional development of the principal is compared to the sailing career, then the principal himself is the helm. Their active "choice" determines where they will sail the ship, and this "choice" will be affected by their professional identity or interest and vision. However, how to use different ways of sailing to reach your destination requires the teacher to make an active "action." This "action" depends on the principal's previous training, personal experience and other factors, and of course it is also restricted or supported by objective environmental factors such as sea winds and waves.

6. Summary

The principal is part of the teaching team. In 2018, the Central Committee of the Communist Party of China and the State Council promulgated the "Opinions on Comprehensively Deepening the Reform of the Building of the New Era Teacher Team", which emphasizes exploring the reform of the principal's rank system, expanding the space for professional development, and promoting the professional construction of the principal team [14]. Based on this guidance, this article explores the significance of principals' initiative to principals' professional development through in-depth interviews with five principals in Changzhi City, Shanxi Province. Since principals are not only the executors of the rank system reform, they also have development plans for themselves and the school, so it is necessary for policy makers to place the initiative of the principals in the principal's professional development process to give full attention to them, and to fully consider the social system and education. Structural factors such as resources, detailed interpretation of the initiative "action" and "reflection" of the action taken by the principal, as well as the "motivation" behind the action, thereby effectively helping the principal construct a professional development path that meets his own demands.

Based on this direction, this article explores the significance of the initiative of the principal to the

development of the principal in the reform of the principal's rank system through in-depth interviews with the principal. Since principals are not only the executors of the reform of the principal's rank system, they also have their own career plans and visions. Therefore, educators and teaching policy makers must place principals' initiative in the principal's career history and pay full attention to them, and fully consider social culture. The environment and other factors are used to interpret in detail the "choices" and "actions" made by the principals, thereby effectively helping the principals build a path that conforms to their professional identity and suits their career development.

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